DOCUMENT RESUME

ED 418 302 CE 076 240

TITLE	Programming and Training for Peace Corps Women in Development Projects. Supplement to Peace Corps Programming and Training System Manual. Information Collection & Exchange T0084.
INSTITUTION	Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE	1994-09-00
NOTE	62p.; For other volumes of the "Peace Corps Programming and Training System Manual," see ED 318 881 and CE 076 236-239.
AVAILABLE FROM	Peace Corps, Information Collection & Exchange, 1990 K Street, N.W., 8th Floor, Washington DC 20526.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; *Developing Nations; *Economic Development; Females; Foreign Countries; Preservice Teacher Education; *Program Development; *Training Methods; *Volunteer Training; Volunteers; *Womens Education
IDENTIFIERS	*Peace Corps

ABSTRACT

The Peace Corps Programming and Training System (PATS) manual is designed to help field staff members of the Peace Corps train volunteers. This supplement to the PATS manual was developed to provide complementary information about key aspects of Peace Corps programming and training for women in development. It is intended for individuals involved in Peace Corps programming and training, such as Peace Corps staff, contractors or consultants, and staff of host country agencies. The supplement uses examples drawn from a wide variety of countries to illustrate the programming and training development process. This supplement provides an overview and framework of how Peace Corps sectors can integrate gender into their "mainstream" development efforts. It provides guidelines for project planners, managers, and trainers designed to help make the integration of women into project and training design and implementation smoother and more routine. Following an introduction in the first section, the following topics are covered in the remaining sections: (1) using PATS to integrate gender concerns across sectors; (2) project development in agriculture, education, environment, health, small business, urban areas, and writing volunteer assignment descriptions; (3) training in gender and development; and (4) evaluation. Appendixes contain 11 references and a gender checklist; and sample program goals objectives, milestones, and tasks list. (KC)

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Programming and Training for Peace Corps Women in Development Projects

Supplement to Peace Corps Programming and Training System Manual

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Programming and Training for Peace Corps Women in Development Projects

Supplement to Peace Corps Programming and Training System Manual

I. Introduction

Gender issues are relevant across all sectors of Peace Corps (PC) programming. While the Programming and Training System (PATS) Manual has provided Peace Corps with a comprehensive approach to developing and managing effective projects in all sectors, this Supplement has been developed to provide complementary information on key aspects of Peace Corps programming and training for Women in Development (WID). It is intended for use by all involved in Peace Corps programming and training: Peace Corps staff, Peace Corps contractors or consultants, and staff of Host Country Agencies (HCAs) with which Peace Corps is working. Throughout the Supplement, real examples drawn from a wide variety of countries and WID strategies are used to illustrate the programming and training development process. These examples are printed in boldface.

This WID Supplement for the PATS Manual provides an overview and framework of how Peace Corps sectors can integrate gender into their "mainstream" development efforts. The PATS system is utilized by all Peace Corps programming staff and is crucial to the institutionalization of WID. By providing guidelines for project planners, managers, and trainers, this Supplement should help to make the integration of women into project and training design and implementation smoother and more routine.

A person does not walk very far or very fast on one leg. How can we expect half the people to be able to develop a nation? Yet the reality is that women are usually left aside when development needs are discussed.

—Julius Nyerere, retired President of Tanzania

What Is Women in Development?

The field of Women in Development began in the early 1970s as a response to compelling evidence that the distribution of benefits from development policies, programs, and projects was unequally divided between women and men. This awareness has led to a re-examination of the way gender roles and needs are treated in establishing project targets, priorities, and activities. WID is about recognizing and controlling inadvertent gender constraints. It is about understanding the household and economic activities of men and women, to make them productive partners and beneficiaries of any projects. WID is also about working with host-country women, often those community members most willing to work for change and improvements in family and community conditions.

Women represent half the population served by development programs, as well as half the productive resources and future of any country. Projects that disregard half the people they seek to serve will be neither effective nor sustainable. WID (often referred to now as gender and development) means rethinking and refining how project resources are distributed and to what end, so that intended project outcomes are more efficiently reached for the betterment of all.

By the late 1970s, equity became pivotal to understanding problems of efficiency and productivity occurring in developing countries. New questions began to be asked. If development innovations undermined women's traditional economic contributions, was this loss compensated by the output of new forms of production? What was the impact of these shifts on the poor populations of the world? Closer examination of poor women brought into focus women's importance as household producers and providers in addition to their domestic roles. Women began to be viewed as an unacknowledged backbone of family and community welfare. They were described as an "invisible workforce," active producers whose potential contributions were often overlooked or undermined. It was becoming clearer that if more success was to be achieved by development projects, a better understanding of the role of women in production, on the basis of economic and domestic activity, was needed.

The outcome of one development agency's results in a rice project in the Philippines shows precisely how negative outcomes can inadvertently occur when gender has not been considered. The project goal was to raise household income. To achieve this end a high-yield rice strain was introduced to increase income from men's traditional rice farming. At the end of the project, yields per hectare had increased substantially, but total household income decreased.

In evaluating the results it was discovered that women traditionally brought in household income by making and selling baskets constructed of rice straw. The role of women in the post-harvest processing had also been overlooked. Women spent many more hours in post-harvest processing because the higher yields required more time to separate the grain from the straw. That left them with less time to make and sell their baskets. Furthermore, the high-yield rice produced less rice straw, the indispensable raw material used to make their baskets. Their income from the sale of the baskets plummeted. Because their income loss was greater than the men's increase from the project, total household income fell. Because the project planners had not considered the role of women in the post-harvest processing and had not analyzed all of the components of household income, the project goal was not reached and the unintended negative outcome of reduced household income occurred.

Research and experimentation propelled the realization that women's uncalculated household and economic productive activities were not understood and were often overlooked and uncounted. WID moved from the stage of raising awareness and clarifying issues to a search for practical solutions. How could WID insights be applied to development work? One solution created special projects or components for women but too often these emphasized women's domestic work over their productive work. This "solution," however, tended to distract focus from improving the overall effectiveness of women's participation in "mainstream" development and sometimes served to marginalize them further. Based on these findings, it was concluded that WID activities should seek to integrate women into mainstream development through incorporation of WID concerns into all project development.

Peace Corps Mandate for WID

In 1974 the Percy Amendment mandated that the Peace Corps undertake specific efforts designed to promote the integration of host-country women into the development processes of their communities. The mandate states as follows:

> **In recognition of the fact that women in developing countries play a significant role in the economic production, family support, and overall development process, the Peace Corps shall be administered so as to give particular attention to those programs, projects, and activities which tend to integrate women into the national economies of developing countries, thus improving their status and assisting in the total development effort.**

In 1975, Peace Corps' Office of Women in Development was created to support these efforts by providing technical advice to staff and Volunteers on how women's needs can be addressed in Peace Corps development activities. The WID Office works to institutionalize agency efforts to promote the integration of host-country women into the development process and to ensure that their roles, responsibilities, and needs are addressed as an integral component of all program planning, project design and implementation, and Volunteer and staff training.

Most Peace Corps efforts to address host-country women's needs through the early 1980s were through "WID projects" and "WID Volunteers," with activities targeted exclusively for women, or through individual secondary activities. In 1986, Peace Corps subscribed to the conclusion that WID should integrate rather than separate women. As a result, WID was integrated into all sectors, and there are no longer any Women in Development projects or Volunteers. Today, Women in Development and gender issues are viewed as a critical aspect of all sectors, not a separate sector.

To ensure that gender issues are addressed in Peace Corps country programs and that WID is integrated across sectors, the WID Office provides technical assistance for project development and training activities; publishes *The Exchange* newsletter; and assists Women in Development Committees in developing and maintaining effective activities promoting the integration of host-country women into the development process.

II. Using PATS to Integrate Gender Concerns Across Sectors

In recent years, project planners have recognized that gender roles constitute a key variable in the socioeconomic condition of any country and can be decisive in the success or failure of development projects. Misunderstanding of gender differences, leading to inadequate planning and design of projects, results in diminished returns on investment. Knowing how to make and apply the links between development goals and gender issues in target populations promotes greater levels of sustainable development for women, men, their households and communities.

Gender Analysis and Its Implications

Recognizing gender roles means looking at both sexes relative to a project, not just one or the other. To accomplish this, a tool called "gender analysis" is used to analyze gender differences in decision making and allocations of labor, income, expenditures, resources, and time. These factors can represent opportunities and constraints to project design and implementation. The basic questions could be paraphrased as

- Who does what and when?
- Who has and controls what?
- What are the opportunities and constraints?

Specific questions for each sector are included later in this Supplement. Here are some examples based on an agricultural project, that show how the general questions above might be broken down.

Who does what and when?

This question addresses the actual division of labor between men and women relative to the project, the tasks that each carry out and when they do it. It is necessary to identify where gender might intervene in social and economic production systems to ensure positive project outcomes

To understand allocation of labor questions, start with the household and examine all activities: domestic, economic (both compensated and unpaid). Who is responsible for which tasks by gender and age? How much time is involved? How do these responsibilities vary by economic class, position in the household, and season? Is shared labor available? Basic questions need to be asked and often-invisible roles need to be identified and made explicit.

- Household tasks—Because they are essential to all households and consume much of women's time, household activities such as food purchase and preparation, building upkeep, child care, fuel and water collection, and subsistence farming or gardening must be considered to understand their effect on project design and intended outcomes. Who stands in lines to purchase household goods, clothes, and food? How might these responsibilities influence an individual's ability to travel to an out-of-town training workshop?

- Agricultural tasks—What are the discrete tasks, by crop and animal? Men and women often are responsible for different animals or different roles related to their care. In crop production, women are often responsible for post-harvest processing, weeding, and other specific tasks. As the number of female-headed households increase, women are increasingly assuming more responsibilities in traditionally male tasks.

- Nonfarm tasks—What other activities do men and women engage in, such as small scale enterprise, trading, wage labor, services, and other compensated or uncompensated activities which might influence project implementation?

Who has and controls what?

These questions address the distribution of, access to, and control over private and public resources within the household, in the community, and within the society.

- Sources of Income—What are the sources of agricultural and nonfarm income by gender? Who controls each type of income? To what extent are inputs, technical assistance, and credit available and used by women and men? Where, how, and by whom are goods marketed?

- Financial responsibilities—Who is responsible for which elements of family expenses and provisioning? Items to be considered are staple foods, vegetables, ceremonies and social obligations, school fees, medical expenses, clothing, agricultural inputs like fertilizer, seeds, and land. How would changes to individual incomes affect ability to meet family obligations?

What are the constraints and opportunities?

This question addresses the implications of significant gender differences for development design or adaptation of existing activity.

- Constraints—What are the key differences between men's and women's constraints to participation in development activities? Some possible constraints include labor, time, access to credit, education, and availability for training.

- Opportunities—What special skills and knowledge can be used to increase economic productivity, social organization, traditions of working in groups, specialized agricultural knowledge, possibilities for technical assistance, and marketing skills?

- Factors influencing gender arrangements—Which factors, such as cultural proscriptions and laws, influence gender arrangements? How are they are changing? Can they be manipulated to the benefit of the individuals and the project.

- Distribution of public resources—Who gets what? What institutional structures are used? How equitable are they? How efficient are they? What can be done to make them more responsive to women as well as men?

Volunteers who have done a "Shadow Day," following host-country women during their daily responsibilities have found information such as the following, which comes from a United Nations Development Program (UNDP) report. The implications for project design and implementation are obvious. It is easy to see constraints; it is vital to find the opportunities.

EXAMPLE—Slaves to the Land

4:45 a.m.: She wakes up, washes, prepares food for her family, and eats some leftovers herself. 5 to 5:30: She walks to the fields, invariably with a baby on her back, whom she will have to nurse throughout the day. 5:30 a.m. to 3 p.m. (9–1/2 hours): She plows, hoes, weeds, and plants. The sun is usually very hot, and there is seldom any shade. She probably rests very little during these hours, and eats even less. 3 to 4: She collects firewood and carries it home on her head. The sun is still blazing down, and the load may weigh as much as 50 pounds. 4 to 5:30: She pounds and grinds grain. 5:30 to 6:30: She fetches water, typically from more than a mile away. 6:30 to 7:30: She lights a fire and cooks for her family. 7:30 to 8:30: She serves them food. Usually she does not eat until everyone else has eaten. The food left for her will probably be the least appetizing (and least nutritious) portions. 8:30 to 9:30: She washes her children, the dishes, and herself. 9:30: She goes to bed, though her wifely duties may not be over yet.

Breaking Down Data

Disaggregation of data, or breaking it down by gender, is necessary because differences in gender roles exist in every society. Depending on a range of cultural, political, and economic factors, women and men undertake different tasks, face different constraints, and focus on different concerns. Distinct gender roles are often overlooked or taken for granted, despite their influence on all aspects of development.

Begin by determining what information should and can be collected about gender. It should include the following:

- Gender differences within prospective beneficiaries
- Patterns or trends linked only to one gender
- Limitations caused by gender

The next step in gender disaggregation is more difficult: distilling and incorporating issues that are especially pertinent to gender in order to determine if a project is equitably distributing, or will equally distribute, benefits to women and men.

The same questions can produce very different answers, depending on the country, the sector, the institutions, and other factors. There is no one set of sex roles, and no one set of equity problems.

Gathering this information will assist you in understanding the problem and determining the appropriate intervention. It is not expected that all of the questions in the gender analysis will be answered, but they should at least be asked. The ultimate goal is greater project effectiveness and sustainability.

Understanding gender differences helps Peace Corps staff and Volunteers determine what projects and strategies will be effective, producing positive impact on families and communities. Failure to understand differences between male and females can cause unintended and even negative effects on those we seek to serve.

Finally, it is important to break down project objectives and milestones by gender of beneficiaries. This task will help you to identify specific steps to take to address constraints and take advantage of opportunities. It will also help you measure progress towards project goals and purposes.

Recent experiences within the international development community show that if gender analysis approaches are straightforward, uncomplicated, and don't add significantly to already overburdened schedules, an openness to understanding gender issues is forthcoming.

Using Gender Analysis in Sector Assessments

The initial steps of programming in Section III of the PATS Manual involve: examining the development status of the host country, updating yourself on the overall Peace Corps country program, and developing or updating the country program strategy.

To determine key questions for the assessment, you will want to review all available documentation, consult representatives of Host Country Agencies— public, private, and international and observe conditions firsthand. As you compare, cross-check, and resolve issues, the indicators and questions below can be used in conjunction with sector-specific steps to be sure that gender issues are reconciled so women both participate and benefit by Peace Corps programming and project strategies.

As you conduct the development problem analysis, questions like the following should be considered. Obviously, a project plan is not a research paper, but the following areas should be considered.

- **Government or Non-Governmental Organization (NGO) Support**—What government ministries or agencies are responsible for programs and projects that benefit women? How does the host-country government view women as participants in and beneficiaries of economic development? How does it approach resource allocation to programs in health, education, training and technology, land distribution, income and credit? What government programs are collaborating with international donor agencies and NGOs? Are women policy and decision makers visible?

- **Economic profile**—What is the annual average income of men and of women? Where are women's income levels concentrated? Who is poor? How is household labor distributed across gender? Where is women's economic labor activity concentrated? What is the wage gap between men and women? What gender-based demographic patterns are occurring? How are women managing natural resources? Describe women as consumers of natural resources and imported commodities. How are families self-sufficient? What level of education and training do women have? How does gender determine what assets can be acquired? How do these asset bases contribute to economic productivity?

- **Sociocultural norms**—What are traditional gender roles? How is household and economic labor divided? What amount of time is required to accomplish these activities? What is the family head-of-household profile? Has it changed in recent years? How and why? How does ethnicity and social class contribute to perceivable gender characteristics? What are the reproductive and productive roles of women and men? How do these affect ability to receive education and employment? How do parental attitudes impact females? How do women access and control resources around them?

- **National development priorities**—In what ways are women included in national development priorities as participants and beneficiaries? What current and planned projects include women as active participants? What is motivating the host country to address gender in development priorities?

- **Development projects underway**—What strategies are being used by the government ministries and NGOs to encourage contributions from women? How do these strategies accommodate reproductive and economic labor patterns, and health and education/training needs of women?

- **Current status of Peace Corps in the host country**—How is the purpose of Peace Corps better served by incorporating gender analysis into projects? How will this be perceived by the host country?

What are the numbers and types of projects that serve both male and female populations equitably in the country? How is this consistent with development needs and priorities? What is the gender distribution of participants and beneficiaries in Peace Corps projects?

There are no "right" or "wrong" answers to these questions, no requirements that you limit your questions to those above (you may wish to expand on one or more areas in which your interests are strongest). By doing this background research, you can identify and begin to weigh the opportunities and constraints that Peace Corps will face in the development and implementation of projects in which gender issues play a significant role. Having identified and understood the problem areas, the challenge becomes finding ways remove them, bypass them, or adjust project expectations within them.

Throughout the process of project design, implementation, modification, and evaluation, it is important to keep gender analysis as an integral part of the skills used to identify problems, strategies, and action steps.

Keep in mind the following when reporting data:

- Disaggregating data by gender helps prioritize and bring into focus target groups for the project.
- Indicate how you will collect and use data that are needed, and identify any that are likely to be unavailable.
- Use gender distinctions in terminology—girl/boy, men/women, male/female.

When writing project documents and the PGOMT (plans, goals, milestones, and tasks), remember to

- Disaggregate by gender where appropriate, paying special attention to indicators/benchmarks for project monitoring and evaluation.
- Incorporate gender considerations throughout the plan; in technical, financial, institutional, economic, and social soundness analysis; and in project implementation, monitoring, and evaluation.
- Describe your plans to incorporate gender considerations in specific terms; try to describe strategies to involve women where gender analysis indicates they are active in the project sector.
- Describe projected benefits for women and men.

- Include decision points in project implementation in order to allow project adaptation as new data become available.

When requesting assistance for Project Design, Pre-Service and In-Service Training Design and Evaluation activities, be sure to include gender considerations and responsibility to address gender considerations in scopes of work for consultants.

Completing the Problem Analysis and Problem Statement

The gender analysis questions you asked during your sector assessment will assist you in preparing the problem analysis. There are two crucial gender issues to integrate now as you focus more intensively on the specific problem or problems that lend themselves to Peace Corps intervention.

- Consider how gender affects social and economic aspects of the problem to be addressed.
- In the expected project achievements, assess the feasibility of achievement of objectives, given gender differences in role and responsibilities as well as access to project resources and project benefits.

This is a good time to fully articulate the potential approaches to the problems you have identified, and to develop one or more preliminary project concepts that you will refine or eliminate as you go through each step. The problem analysis should include causes, consequences, and scope. The following examples have been excerpted from a project in Lesotho.

Causes: perceptions at all levels and relationships among causes

EXAMPLE—The causes of poor nutrition in Lesotho include 1) lower agricultural yields because men have migrated to South Africa to work in the mines, 2) replacement of high protein foods by food that is less nutritious but easier to grow for women, 3) less time for women to preserve and prepare food because of additional farm work.

Consequences: effects on individuals, groups, and society as a whole

EXAMPLE—Because a very large proportion of Basotho men leave Lesotho to work full-time in South African mines, Basotho women and children are responsible for much of the food production grown in rural areas. They are not as efficient in farming and are not producing enough vegetables, maize, and high protein foods. The lower yields and increased work burdens of the female farmers leave little food to prepare and little time to prepare it. The children are eating infrequent meals with low food value, leading to malnutrition in children.

Scope: number of people, who is affected and where, and how measured

EXAMPLE—In the Thaba-Tseka, Qacha's Nek, Mohale's Hoek, and Mafeteng Districts, 3,000 villagers are in dire need of subsistence farming strategies that provide adequate produce to maintain nutrition. Nearly 75 percent of the children from these districts suffer from malnutrition. Over 80 percent of the farmers are female.

You can now bring these elements together in a summary problem statement. A solid problem statement is essential to successful project design because it provides the basis from which to build your project purpose, goals, objectives, milestones, and tasks. Here is a problem statement excerpt incorporating the gender considerations above.

Problem statement: causes, consequences, and scope, succinctly stated

EXAMPLE—The effect of male migration from Basotho farming communities in Lesotho has severely disrupted traditional means of subsistence farming necessary for families to maintain appropriate levels of nutrition. More than 3,000 villagers over four districts are affected by this change. Eighty percent of those farming now are women who are overburdened with household and income generating tasks necessary to provide for their families. The effect of the altered farm labor patterns has resulted in 1) diminished yields of staple and high protein foods, 2) additional work for already over-burdened women, 3) less time for women to process and prepare food, and 4) increased evidence of malnutrition in children.

Applying Peace Corps Project Criteria

In applying Peace Corps project criteria, keep the following gender-specific considerations in mind:

- **Project increases local capacities**—It promotes the role that women do and can play.
- **Beneficiaries are among the needy**—Women are among the poorest of the poor; the needs of women and men may not be the same and therefore the impact of project on them may be different.
- **Projects seeks lasting solution**—A project is not just a response to local symptoms of distress, but rather deals with underlying mismanagement of resources, both human and natural.
- **Beneficiaries are part of the project development process**—Consult with women before introducing new technologies or species, ensuring that women's needs have been considered and the impact of new techniques on women's lives have been evaluated.
- **Project uses locally available resources**—It pays attention to local practices of resource management and to knowledge of women regarding accessibility and sustainability.

- **Volunteer assignments are at local levels where needs occur**—The project ensures PCV (Peace Corps Volunteer) activities are accessible and feasible for women's participation, given their workloads and cultural practices.
- **Project is complementary to other development activities**—It strengthens women's support for one another and encourages collaboration.
- **Project has potential for replication**—It encourages the formation of new women's groups that help gain access to decision making and the political process.

Finalizing the Project Purpose, Goal, Objectives, Milestones, and Tasks (PGOMT)

Projects are the primary vehicles through which Peace Corps channels resources into the development process. The following sets of sector-specific overviews and questions have been developed to help Peace Corps programmers and PCVs focus on women and gender issues, and on how they relate to the PGOMT process.

III. Project Development

Agriculture

Gender constraints

An important objective of development is to improve the incomes of rural families whose livelihoods depend on small-farm agriculture. Until recently, essential activities of farm families, largely carried out by women, were frequently overlooked because they were viewed as an extension of a woman's domestic responsibilities. The activities include off-farm work, home-based production for use or exchange, and the work required to maintain the home and its inhabitants.

Even though the agricultural labor force has grown relatively slowly, women's participation within it has increased. Though they vary by socioeconomic level, tasks of women in agriculture are diverse, cover almost all different stages of production, and are part of all key components of a farming system. Women frequently participate in seed selection and production, planting, fertilization, weeding, pest control, and harvesting. Women less frequently prepare land or load products or animals for transport to the market. In contrast, the man almost never prepares food for the field workers, since this would be considered a domestic activity and, as such, in the woman's domain. The frequency, intensity, type of activity, and the crops and animals with which women work all vary considerably. The participation of women and children is greatest in low-income homes. When income increases, women and children have a tendency to withdraw from both family farm tasks and paid labor. An inverse relationship exists between farm size and women's participation in agriculture activities: as the farm increases its use of capital and outside labor, women tend to withdraw from agricultural activities. Where the woman is the household head, or the husband has temporarily migrated in pursuit of income, she is responsible for the plot, and her overall work burden includes both the traditional responsibilities of the woman as well as the traditional responsibilities of the man.

Women combine their responsibilities for reproducing and family care with work on the family plot. This is fundamental for households and for maintaining the small-farm economy as a whole. Activities carried out by women on small farms are significant portions of the family income. Rural households often rely on this income to get them through the "hungry time" between crops. Unfortunately, productivity of plots managed by women is low, often due to lack of technical assistance, marginality of the land, and lack of soil improvement and rotation.

A principal problem facing small-farm women is that they have limited access to land, control smaller plots, or have no land at all. In most countries women cannot legally inherit the land. Generally they do not have access to capital, credit, technical assistance, or training because they are not counted as "productive" in spite of evidence that they produce foodstuffs and even raw materials destined for the national market. The shift to cash cropping has resulted in diminished economic returns for families whose needs are not being met as food supplies are exported to urban and international markets. Replacement income-generating activities, which were intended to expand work opportunities for women, have inadvertently restricted subsistence farming practices which are the traditional domain of women. Nutritionally this has had a correspondingly negative impact on rural community and family health.

Because of their position within the family structure, women evaluate and accept a technology according to criteria that differ from those used by men. Women not only consider production aspects and expected economic benefits to their families but also evaluate the effect a new technology would have on family well-being. "Does she have time for domestic duties and for taking care of her children? Will it reduce her children's participation in agricultural activities so they can participate in more education? Does it increase productivity for home consumption? Are there unintended negative consequences which will negate technology accomplishments?" are all questions which must be answered. If the needs of both men and women are used as reference points for the development of agricultural technology, then the likelihood of a new technology being adopted increases. Yet, the design and transfer of agricultural technology has almost always involved addressing the male farmer's needs in defining the desirable characteristics of a new variety or the cultural practices for its cultivation.

Peace Corps opportunities

Women produce over two-thirds of the world's food, signaling both their essential role and the need to plan for their input in any development efforts which are designed to increase food production. In Africa, where 80 percent of all food is produced by women, Volunteers work closely with female farmers in projects ranging from fruit tree cultivation to home gardening to rice production. In Senegal, Volunteers serving as rice culture extension agents work with women as they adopt state-of-the-art techniques to grow rice in marginally productive lands normally requiring greater amounts of water.

Because a large proportion of Basotho men leave Lesotho to work full time in South African mines, Basotho women and children are responsible for much of the food production in rural areas. But Basotho women have been unable to

produce enough staple foods, and consequently, they need to purchase large amounts of costly, imported food from local traders. Through a Home Gardens Project, Volunteers and their counterparts work with farmers and schools to assist them in growing a variety of vegetables for home consumption and for sale at the village level. Vegetable production methods are bio-intensive to increase productivity. Nutrition education, food preparation techniques, and improved food preservation skills are also part of the program.

By 1996 more than 3,500 young women in Belize will have received training through Peace Corps projects in organic gardening and catering, sewing and tailoring, or other vocational skills which will give them skills for income generation activities. An adjunct activity involves environmental education activities designed to increase knowledge of the environment and enhance self-esteem.

To counteract the negative effects of chemicals found in fertilizers and pesticides, Volunteers in Tonga worked with the Veitonga Women's Group to grow vegetables without chemical assistance. This approach enabled the group to address their concerns over the effect of chemicals on home health and potential contamination of children. The profits from the project went towards purchasing materials needed for water tanks.

Agriculture/Gender Checklist

Use of this Agriculture-specific gender checklist will complement information collected with the general gender checklist in Appendix A of the Supplement. There are no "right" or "wrong" answers to these questions; no requirements that you limit your questions to those below; no requirement that you submit answers to the questions. Information derived from using these questions will help you determine the project's feasibility and efficiency in serving the target population.

Have you considered?

In establishing the PROJECT PURPOSE—

1. Is gender equality considered part of the process of economic development for this sector? How are women limited by social stereotypes of their roles?
2. How are the resources of the households (land, capital, labor) used?
3. Who makes decisions about what to produce, selection of planting materials, employment of farm labor, and use of technology? How do women take part in making decisions about the selection of seeds and adoption of technologies like new tools?
4. What activity, by gender, do members of the household perform in crop production (land preparation, planting, weeding, fertilizing, pest management, harvesting, marketing, processing, and storage)? Who controls the output of production?
5. Who does what and when according to the agricultural calendar, especially harvesting and spraying? What are the fluctuations in the labor market throughout the project cycle? Availability of labor? Breakdown by gender.

In setting GOALS AND OBJECTIVES—

6. How do small farm size and inadequate collateral affect access to credit? Due to their low income, are women farmers able to use available technology (fertilizers, pesticides, insecticides, farm machinery, and implements)?
7. Who performs what tasks in small- and large-animal management, and how does this interact with the cropping system? What are the constraints to introducing livestock into the cropping system?

In determining PROJECT MILESTONES AND TASKS—

8. As a result of PCV activities, what indicators will show the benefits women receive from this project (e.g., increased agricultural output, more efficient use of new technologies, decreased labor at harvest/post harvest, increased income)?
9. What indicators of improved family nutrition, household improvements, gardening activity, and health will be measured to determine project impact on family well-being?
10. When technical assistance is offered, are women included? Is scheduling set up in such a way that inadvertent obstacles to their participation are avoided, for example by scheduling one-day events, close to home, allowing for women's household and child care roles?

Education

Gender constraints

The reasons for increasing investment in girls' and women's education are compelling. Formal and nonformal sources of education are linked to high social and private rates of return, GNP growth, increasing productivity and labor force participation, decreased fertility and infant mortality, and increased child health. Yet, educational resources are disproportionately allocated to men. The lack of educational access, participation, and perseverance within female groups are central concerns in this field.

Compulsory education does not result in equal access to schooling for girls/women and the poor. Although single-sex schools correlate with higher rates of female retention, separate does not necessarily mean equal. Education needs programs, resources, financing, and facilities to overcome gender constraints. It needs specific strategies that address female cultural restrictions, household and work burden, negative stereotypes and attitudes limiting female potential to benefit from education.

The good news is that governments are experimenting with alternative and more appropriate means of delivering education to hard-to-reach populations, often largely girls and women. The boundaries between formal and non-formal education are becoming less distinct, with positive results.

Peace Corps opportunities

In November 1992, during a conference in Douala, Cameroon, African governments and donor agencies came together to recognize the positive effects that an educated female population has on society and national development. Several countries were already implementing new policies and programs designed to increase female literacy and enrollment rates. Peace Corps staff from Benin, Cameroon, Cape Verde, the Central African Republic, Chad, Comoros, Gabon, Guinea, Guinea-Bissau, Mali, Niger, and Rwanda, accompanied by their Ministry of Education counterparts, came to Douala to develop project plans that support the educational goals and priorities of the host-country governments .

An additional goal of the Douala conference was to draw attention to the importance of providing educational opportunities to girls and of identifying ways in which Peace Corps can help girls enter, stay in, and succeed at school.

Associate Peace Corp Directors (APCDs) examined the reasons why parents don't send their daughters to school and why dropout and failure rates are higher for girls than boys. Strategies to address these issues included the following Volunteer activities to increase girls' self-esteem, academic self-confidence, and achievement:

- Work with community leaders, parents, students, and teachers to increase their understanding of the need for girls to go to school.
- Award certificates of academic achievement to girls and provide scholarships or stipends.
- Eliminate gender bias/sex role stereotyping in texts.
- Have students do sex-reversal role playing to demonstrate the different responsibilities men and women have.
- Designate girls to hold positions of responsibility in the class.
- Ensure that girls are called on and participate in class as actively as boys.
- Deliver content-based lessons with WID themes.
- Introduce "family education" themes into the curriculum as appropriate.

More than 40 percent of all Peace Corps Volunteers work in formal and non-formal education projects around the world. Peace Corps education staff and Volunteers have found that generally girls drop out of school earlier than boys and that women's higher rates of illiteracy too often leave them unable to manage basic mathematical functions like adding and subtracting. Illiteracy affects women's ability to fill out simple applications and other forms necessary for financial credit and to manage basic functions necessary in a market and cash economy. The following Peace Corps project highlights emphasize strategies which promote women's enrollment, perseverance and achievement in education.

In 1992 and 1993, Volunteers and their women counterparts in Senegal, Mauritania and the Comoros Islands participated in numeracy training of trainers workshops. This enabled the women to return to their home communities and provide numeracy training to local women, increasing their abilities to negotiate effectively in commercial transactions.

To address the high drop-out rate of female students in Gabon, Volunteers have established a scholarship fund for high-achieving girls whose families do not

have the financial resources to continue their education. Thirty-six girls received scholarships in 1992; 63 received scholarships in 1993.

A number of countries are working with parents, primarily mothers, in early childhood education. Peace Corps/Fiji organized a workshop on Preschool Management and Creative Materials Development for 30 rural Fijian women to enable them to organize preschool learning centers in communities where none had existed before. The workshop was so successful that a manual was developed for use by other rural women who want to establish preschools in their isolated villages.

In Costa Rica, Volunteers are working with the Ministry of Education and local teachers in adult education and literacy extension. Women benefit from the project in several ways. The creation of new Adult Education projects not only benefits illiterate women in the community but also the rural teachers (almost all of whom are women) who receive training through the project. Primary school teachers who take on additional teaching responsibilities receive a 30 percent salary increase for teaching night classes. The 57 new projects established in 1993 represent a considerable number of teachers who benefit from salary increases.

Education/Gender Checklist

Use of this Education-specific gender checklist will complement information collected with the general gender checklist in Appendix A of this Supplement. There are no "right" or "wrong" answers to these questions; no requirements that you limit your questions to those below; no requirement that you submit answers to the questions. Information derived from using these questions will help you determine the project's feasibility and efficiency in serving the target population.

Have you considered?

In establishing the PROJECT PURPOSE—

1. How are educational resources allocated? Break down by gender.
2. What are the enrollment levels and achievements for males and females in formal and non-formal education? Provide percentages.
3. What educational interventions (programs, policies, and projects) improve enrollment, persistence, and achievement in education through formal and non-formal systems?
4. What alternative means of delivering education to hard-to-reach populations are being implemented by public and private sources? How are they gender-specific?
5. How do societal factors, education system and school factors, social and household factors contribute to the constraints and opportunities in educating girls and women?

In setting GOALS AND OBJECTIVES—

6. What strategies, practices, inputs, and factors have had measurable, positive impact on acquisition of education? Breakdown by gender and age.
7. In which contexts and under what circumstances are these interventions effective?
8. Which interventions and options appear most promising to improve educational participation (enrollment, persistence, achievement) of women? Quantify and qualify.

In determining PROJECT MILESTONES AND TASKS—

9. What indicators (e.g., enrollment, achievement, job status, aspirations toward additional education) will measure project success? How will they be collected and by whom?
10. How are the milestones broken down by gender?
11. What interventions can Volunteers make as role models, and how can that be reinforced?
12. How can vacation activities be used to strengthen girls' continuing education?
13. How does the scheduling of out-of-school activities compete with other duties the students may have, thereby ruling out their participation?
14. What cultural factors, such as taboos on females walking alone, may present barriers to girls' participation? By the same token, are there culturally approved times or locations that can be used for educational purposes, e.g., the tea party in Muslim societies?

Environment

Gender constraints

Environment is directly related to women's status because the nature of gender roles brings women into direct and intense daily contact with the total ecosystem. Women are at the center of the world's food crisis because they perform most of the food production, processing, and preparation of nutrition that sustains families. They are called "the invisible water managers" because of their special knowledge about how to collect water and how to cope when supplies are scarce. They are foragers of fuel and fodder with acute understanding of the energy crisis affecting their populations. They make extensive use of forests for food and medicinal purposes. They frequently make economic use of the forest, but in ways different from the men who more frequently harvest the trees themselves.

Women are particularly suited to participation in environmental interventions because 1) they have intrinsic knowledge and skills regarding natural resource management, 2) they have a remarkable ability to work together, and 3) in caring for their children they have powerful influence over changing attitudes.

Women's knowledge and roles have, however, been consistently overlooked by extension workers and development programs. When approaching local community residents, extension workers often speak only to community leaders and village councils, most of whom are men. Women are severely disadvantaged by lack of education and by high illiteracy rates, often preventing them from expressing their concerns or considerable knowledge. Cultural factors often do not permit women to intervene in decision making, preventing them from being participants in the development process and from transferring their knowledge into better land and resource management practices. Legal restrictions and an absence of legal entitlement to land have negatively impacted the control women have in natural resource management.

The accelerating degradation of the living environment is the latest and, in many ways, the most dangerous of the challenges women face. Healthy soil is the foundation of many women's lives. If the land is not healthy and natural resources are depleted, women's role in preparing food for their families is more difficult. Many women are already traveling longer distances to their fields and are working harder to compensate for erosion and low fertility. As sources of fuelwood become scarcer, women must travel greater distances to find a sufficient supply.

Securing a safe and adequate supply of water is now a major task for every family and government. Within households, it is generally the primary responsibility of women. Women's job of collecting water is made harder when water sources are not located close to a family home. A woman's lack of land ownership can limit her access to a water source. Water resources can also be limited where access to wells is determined by caste or religious group. Journeys for adequate water supplies increase as pollution contaminates water sources; worse still, potable water becomes a luxury.

Experiences from all over the world show that women, despite their long and arduous working schedule, have a great interest in defending and restoring the forest and ecosystem. They are leading attempts to reverse environmental destruction and are promoting attempts to restore ecological balance. Kenya's Green Belt Movement to restore survival rates of trees through awareness-raising and tree planting is one such positive movement.

Women play a key role as conservationists and sustainers of the environment. As long as women's role remains informal, it is easy for governments, international agencies, and even NGOs to gloss over their importance and to ignore their potential usefulness in achieving sustainable development. Women's involvement is growing and increasingly more organized. Where women receive support, they create active, dynamic, and effective organizations. Many of the grassroots environmental Non-governmental Organizations around the world have been started by women.

Peace Corps opportunities

Women manage natural resources around the world, ranging from water to forests to plants and animals. As such, they are a critical target group for environmental projects. In Sierra Leone more than 100,000 fuelwood, fruit, and living fence trees were grown in community nurseries and outplanted,

contributing significantly to women's economic well-being by enabling them to save time and money on sources of fuelwood and food.

In recognition of the key role Nepali women play in resource management, Peace Corps Volunteers work with groups of women forest users to encourage sustainable forest management practices. The project aims to assist local community groups to improve and manage their forest resources, to replant and protect degraded lands, and to improve the natural resource base of the country. In 1992, over 200 Nepali women took part in orientations to community forestry concepts and 28 forest user groups were formed as the basis for ongoing training and support. This directly contributed to a reduction in the rate of deforestation.

In Kenya, more than 500 women were introduced to improved agroforestry techniques, leading to a decrease in environmental degradation and a preservation of their agricultural economic base.

Since 1985 Peace Corps Volunteers in Ecuador have worked in the design and construction of more than 150 potable water systems in rural communities throughout the Andes, Pacific coastal plain, and Amazon jungles. More than 200,000 women have benefited directly from easier access to safe water.

In Poland, Volunteers are working with local environmental organizations—many of them women-led—to strengthen their organizational capability to accomplish their goals and objectives. Part of that work has included leadership and skills training in volunteer recruitment and management, fundraising, and use of the media to get the environmental message out.

In Fiji, where limited land area is a critical issue for the island nation, Volunteers and staff have organized workshops for local women on proper management of rubbish and recycling nonbiodegradable objects for other uses. A crafts fair, demonstrating how to make useful articles from trash and generate income from their sale, was held in the capital city with over 1,000 people attending in one day. Similar activities are planned for outer islands, linking the concept of environmental preservation to income generation.

Environmental/Gender Checklist

Use of this Environment-specific gender checklist will complement information collected with the general gender checklist in Appendix A of the Supplement. There are no "right" or "wrong" answers to these questions; no requirements that you limit your questions to those below; no requirement that you submit answers the questions. Information derived from using these questions will help you determine the project's feasibility and efficiency in serving the target population.

Have you considered?

In establishing the PROJECT PURPOSE—

1. What specific effects does the destruction and contamination of natural resources and ecological systems have on women and on their role in providing for the well-being of their households?
2. How do needs of both women and men receive consideration when environmental assistance is given? How do women participate in programming and project design?
3. What specific time, financial and other factors constrain women's participation in environmental projects?
4. What level of appreciation and responsibility do government and NGOs demonstrate towards women's role in environment?
5. How will this project support and expand the influence of women in organizations engaged in environmental and natural resource activities?

In setting GOALS AND OBJECTIVES—

6. How will this project improve women's capacity to conserve and manage water, fuel, and other natural resources more effectively? And as a result, how will their households and communities benefit from sustainable development at the local level?
7. How does this project help women gain livelihoods they want and need from environmental management and natural resource replenishment strategies?
8. What rights and responsibilities of women and the environment are being promoted by this project? How do the goals encourage women, individually and collectively, to take up environmental and natural resource management?
9. How will environmental education efforts reflect women's needs?
10. Have women's use of the areas been taken into consideration in establishing new strategies for providing incentives for preserving forests and parks? How will both women and men receive economic benefit from new approaches to buffer-zone management?

In determining PROJECT MILESTONES AND TASKS—

11. How does this project encourage women, individually and collectively, to take up environmental and natural resource management goals?
12. How does this project protect domestic water supplies?
13. What fuel-saving systems will this project promote? What are the opportunities to promote fuel self-sufficiency, such as living fences for fuelwood use as well as livestock management?
14. What indicators of improved family nutrition, household improvements, gardening activity, health, etc., will measure project impact on family well-being?

Health

Gender constraints

The decisive role that women play in health management within the family and community is a critical factor in determining health programs. Because women are providers of informal and unpaid health care services, they have a profound effect on the behaviors of others. As primary care providers they collect and store water; prepare food; feed children; and render care for the sick, disabled, young, and elderly. They instruct their families in hygiene and cleanliness, and they take their children to health centers for care and immunizations.

It is important to consider women's relationship to health from two perspectives; as recipients of health care, and as active contributors to health development. There are two well-known paradoxes in the field of health. First, though women can expect to live longer than men, they will be sick more often during their lives. In addition, though more women are represented in the health occupations in many countries, men retain the powerful, prestigious, and highest paying jobs in the health system hierarchy. Further, men are often the official primary health care providers in many gender-segregated societies, limiting women's access to preventative health care and early medical interventions. Surprisingly, in the field of maternal and child health, women are the most frequent beneficiaries and the most frequently left out of the consultation process in the design and implementation of health projects.

The tendency to restrict and limit women's health programs and services to their reproductive and maternal functions should be replaced with a broader focus on the health-related problems women face as they carry out their multiple roles from childhood through their reproductive years and through old age. Higher prevalence of poor nutrition among girls than boys is attributed to scarce family food resource allocation that favors males over females. Excess female mortality from cancer during adulthood is caused less by female-specific cancers than by limited access to medical technology for early diagnosis and treatment. The complications associated with pregnancy, childbirth, and the period of confinement during and immediately after childbirth, are among the leading causes of death in women. Childbirth is a physiological, not a pathological process, and these deaths are preventable.

Nearly all of the responsibility for fertility regulation falls to the woman, yet she may not be in control of the sexual decisions. One program attempting to curb behavior that contributed to the transmission of Human Immunodeficiency Virus

(HIV) targeted its educational campaign on women. The program inadvertently failed to recognize that men controlled all the sexual decisions and as a result was ineffective in reaching the sexual decision-maker and reducing the spread of HIV/Acquired Immunodeficiency Virus (AIDS). Because women must often put in a double workday—one in the workplace and another at home—the greater amount of energy expended by working women as compared to men is a health system concern because of corresponding malnutrition and chronic health problems endemic in these women.

If the health of women and society is to be sustained with the depleted health sector resource allocations, a new approach to health is needed. This entails not only emphasizing the importance of existing strategies (maternal and child health, or primary health care, and community participation), but of transforming relationships to place power in the hands of the users of health care services at the community level, i.e., the women. The hierarchical structure, class, and gender biases of the health profession will make this a challenging task.

Peace Corps opportunities

In recent times, Peace Corps has placed particular emphasis on the Health and nutritional status of women and children. Maternal and Child Health, Safe Motherhood and Child Spacing, and Water and Sanitation projects specifically address women's health needs. In 1992, for example, 480 pregnant women in Paraguay received prenatal and postnatal care for the first time through the efforts of Volunteers and their counterparts.

In Yemen, a Safe Motherhood project has established four sites around the country where Volunteers and their counterparts are working to train Yemeni women to be health educators within their extended family units. A pilot project now includes provision for a male family member to act as trip escort for female family members. The intent of this innovative approach is to increase the attendance of rural women participating in Maternal and Child Health training events.

In Morocco, Peace Corps sponsors In-Service Training (IST) programs for Volunteers and their Moroccan counterparts on how to reach and work with women in order to increase women's access to health care and preventative health practices. Recognizing women's role in water management, Volunteers in Morocco and their counterparts are training 1,500 mothers in transmittable disease prevention strategies through the application of daily water treatment and personal hygiene behaviors.

In Nepal, a project is training female Nepalese community health volunteers to work with and motivate women to overcome their traditional reluctance to seek health care services when the provider is male.

In a collaborative endeavor with the Agency for International Development, Peace Corps has undertaken a major initiative in the fight against AIDS in Africa, with a particular effort to stem women's skyrocketing infection rates. In eight target countries, Peace Corps Volunteers are involved in a variety of public health activities. An innovative approach to AIDS prevention comes form Business Development Volunteers in the Central African Republic where they are working with at-risk women to develop income generation projects to divert them from economic dependence on high-risk behaviors such as prostitution.

Health/Gender Checklist

Use of this Health-specific gender checklist will complement information collected with the general gender checklist in Appendix A of the Supplement. There are no "right" or "wrong" answers to these questions; no requirements that you limit your questions to those below; no requirements that you submit answers to the questions. Information derived from using these questions will help you determine the project's feasibility and efficiency in serving the target population.

Have you considered?

In establishing the PROJECT PURPOSE—

1. What are the differences between men and women regarding
   a. special health care needs, even for conditions that affect both sexes
   b. specific risks linked to activities or tasks defined as male or female
   c. perceptions of disease
   d. care-seeking behaviors
   e. degree of access to and control over basic health protection resources
2. What are women's historic and traditional roles in health? What is known about women's own health and healing practices and their remedies?
3. What are the priorities in distribution of public resources for provision of health services that have a differential or exclusive effect on one of the two sexes?
4. How does the hierarchical nature of the health profession effect the efficiency and effectiveness of client care and community participation in health care service delivery?
5. What are the reproductive, primary, child and maternal, chronic and acute health care needs of women?
6. What gender issues have a bearing on the country's history and present strategy for building community-based models of primary health care that are more participatory, self-reliant, and sustainable?

In setting GOALS AND OBJECTIVES—

7. In what ways does this project support strengthening of the role of women in prevention and management of chronic and acute diseases?
8. How do the goals take into consideration women's multiple roles in production and reproduction? How are the services provided responsive to women's time and health especially where they are the major income earners for their families?
9. How do the goals and objective help orient training of health professionals to provide understanding of the issues of power and gender that affect health-delivery systems?

In determining PROJECT MILESTONES AND TASKS—

10. What knowledge, services, and resources will be provided to help women more actively participate in the design of services required for the prevention and management of chronic and acute diseases?
11. What skills and techniques required to facilitate empowerment and stimulate community participation will be transferred to women as individuals and to public health personnel?
12. What steps ensure that women as traditional health care providers are partners in the planning of health-delivery systems or services?

Small Business Development

Gender constraints

Most Business Development activity involves groups affected by unemployment, poverty, and displacement. Where this activity involves a single head of household the group is disproportionately female. Despite relative dominance of women in the informal sector, their participation is not reflected in labor statistics. This conforms to a pattern of incorrect or inadequate measurement and definitions of women's overall economic contribution in the GNP.

The persistence of cultural stereotyping concerning women's social and economic roles directly works against their status and labor market productivity. Evidence indicates that the female workforce is regarded as secondary, and female earnings are supplementary to those of male breadwinners. Where substantial numbers of women are found in particular occupations, those wages decline relative to others.

The majority of women in small business or self-employment lack access to credit and business information, a firm base of resources, capital, technology, skill, and self-financing capacity. Women rarely have independent access to and control of financial resources. They may be barred from opening independent saving accounts. Legal and administrative policies can frustrate and block access in situations where women may be required to obtain permission or a financial guarantee from their husbands or fathers in order to qualify for a loan.

Labor market segmentation is unfavorable to women, relegating the majority to long hours, physically demanding work, and unpaid jobs. The productivity of employed women, particularly female household heads, is seriously impaired by a critical shortage of on-the-job social support services, such as child care facilities, lack of satisfactory free public institutional care for the elderly, and the logistical difficulties experienced in accessing existing facilities. Working conditions in some business establishments may be unfavorable to the presence of women. In these situations, women may encounter harassment or hostility for "abandoning" their children in order to work, or they may simply lack separate sanitary facilities.

While both sexes can be ill-prepared for work, women experience greater difficulty than men in finding jobs due to gender-based barriers and obstacles inherent in technical training and education processes. There is often widespread teacher perception that females are not as intelligent or successful as males, or that math and sciences are not feminine subjects of study. Sex

stereotyping in curriculum content and irrelevance of the curriculum to emerging occupational trends and patterns are other frequent issues. Technical and vocational training often expose girls to a narrow range of skills, severely restricting their career interests, aspirations, and earning potential.

Low educational levels and high levels of illiteracy among women make it difficult for women to learn about basic financial and banking procedures. Although credit is essential for the establishment of small businesses, it has been almost impossible for poor women to obtain credit because they lack the necessary collateral, education, and managerial skills necessary to take advantage of credit programs.

Layoffs and wage freezes have resulted in a disproportionate surge of women entering the informal labor market. In general, women in this group exhibit a low perception of their own creditworthiness, and are entering small businesses without rudimentary technical training or capital.

Women stand to benefit from strategies that motivate and mobilize them to participate in education and training opportunities, especially in technical and vocational areas At this time there is an absence of publicly funded programs serving the needs of unemployed women in older age-groups or the formerly employed who need retraining in order to reenter the labor market.

Successful SBD programs include technical training to improve both the management and production capabilities of the women. Women have benefited by learning about the concept of self-help as a philosophy of community development, group organization, and leadership, and the obligations and responsibilities of membership in a group. As a result, women have been found to be highly creditworthy, especially if loans are made on a group responsibility basis. There is also considerable evidence of savings potential among women, but it is clearly affected by lack of organization and support necessary to realize these savings and focus them on productive activity. Women show a tendency to reinvest profits into the well-being of their households and community through such activities as gardening projects, home improvement, and health education.

Peace Corps opportunities

One significant obstacle to women entrepreneurs is often the lack of access to credit. In Ghana, Volunteers are working with an umbrella women's organization to develop a credit union which is part of a regional women's center. The credit union is functioning and gives out small loans to members, whose repayment rate is almost 100 percent. When a member is in arrears, her fellow members work with her to determine her problems and devise solutions.

Micro-lending modeled on the Grameen Bank is an area of development being explored in a number of Peace Corps posts, and is an increasingly effective way to help women with small capital needs.

While political turmoil shook the capital of Russia in October of 1992, eighty women leaders of private voluntary organizations and Non-governmental Organizations attended two days of dialogue and training on Management of Nonprofits and Successful Networking. Three days later, Volunteers and businesswomen from the Volga River region spent two days examining Successful Business Practices and Ethics. Called "women businessmen" in Russian, these women are clearly leading the way in the local development of free markets. Many are unemployed professionals, displaced by the downsizing of state-run industries.

In Romania, where Small Business Development Volunteers began working in 1993, many of the clients have been women. The economic hardship of the transition from socialism to a free market economy has hit women in disproportionately greater numbers as unemployment goes up. Many Romanian women are becoming entrepreneurs and are reaching out to the technical assistance provided by Peace Corps Volunteers.

The number of female-headed households and farms is increasing as males migrate to other parts of their countries seeking employment. To overcome structural and legal obstacles limiting women's ability to get credit, Peace Corps Volunteers are working in the Cooperative Shelter Project in Paraguay. Volunteers assist low-income women heads-of-household obtain financing for home improvement loans. To date, almost 200 women have received loans to improve their homes.

Recognizing women as important stakeholders in credit and small business projects, Peace Corps Volunteers in Costa Rica have worked since 1990 with 35 groups of women artisans and small businesswomen to help them identify markets for their products and develop accounting and business management skills, leading to greater income for their households, and furthering their sense of empowerment.

Business Development/Gender Checklist

Use of this SBD-specific gender checklist will complement information collected with the general gender checklist in Appendix A of this Supplement. There are no "right" or "wrong" answers to these questions; no requirements that you limit your questions to those below; no requirement that you submit answers to the questions. Information derived from using these questions will help you determine the project's feasibility and efficiency in serving the target population.

Have you considered?

In establishing the PROJECT PURPOSE—

1. How are men and women employed in the formal and informal business sectors? How is household workload measured? Break down who does what by gender.
2. What are the unemployment patterns in the country? Why do men or women constitute the highest proportion of unemployed persons in certain age groups?
3. What roles does a woman traditionally fulfill in society? How do cultural factors limit the assumption that it is necessary and desirable for women to earn money?
4. What are the discriminatory attitudes and practices that relegate women to low-paid, low-skilled, low-status, and negligible growth jobs? How will it affect this project?
5. Does the implementing Host Country Agency have the capacity to reach women and the capability of successfully integrating women into this project? If not, can PCV activity help build that capacity?

In setting GOALS AND OBJECTIVES—

6. How does the location of the services and the timing and duration of activities ensure women's participation in and benefit from the project? Will activities take women away from the home for an extended period of time?
7. How will you determine whether increased work activity for women also results in increased household income to which they have access? What family training is occurring to promote men's support, co-sharing, and redistribution of tasks within the household?
8. How does this project expand women's entrepreneurial capacities to avoid placement in the least remunerative and least capitalized small businesses?

In determining PROJECT MILESTONES AND TASKS—

9. What indicators of improved family nutrition, health, and home improvements will show how income earned benefits family well-being? Break down by gender spending patterns.
10. As a result of PCV activities in education, training, or work settings, what indicators will show women have acquired employable or income-generating skills?
11. How will attitudinal change supportive of women's employment outside the household be measured?

Urban

Gender constraints

Women are a visible majority of the poor and make up as much as 90 percent of refugee populations in some areas of the world. Millions of women are fleeing depleted land and rural poverty for the prospects of employment and a better standard of living in cities. Their arrival, coupled with natural population increases within cities, has resulted in rapid urbanization, leaving cities with poor infrastructures to support burgeoning populations.

Migration patterns show that women typically leave their village to join a relative, find a spouse or escape from a difficult family situation. With wives and children often back in the village, adult males migrate to cities on a more temporary basis. Young women, however, predominate among the population that migrates permanently to the city, where they find themselves low paying domestic or service industry jobs. Because they are often without their families, these young women represent a significant portion of the urban youth at-risk .

There is no end to rapid urbanization in sight. The place women inhabit directly affects their families, yet instead of finding a better way of life in the city, women are finding limited housing opportunities in overcrowded and makeshift settlements. Sometimes the squatter settlements that develop with urban sprawl destroy mangroves or other adjacent natural resources. Often the settlements exist on otherwise uninhabitable inner-city land prone to severe environmental damage. With this in mind, it is not surprising that one in four of poor women's children die of malnutrition before they are five.

Inside their city homes, women lack sanitation systems, waste removal, and clean water resources. The limited availability of fuel and land for subsistence gardening detracts from their ability to feed their families. The limited natural resources within the city impede women's ability to provide shelter for their families. Informal, extended, family-based community care systems are replaced by unfamiliar circumstances, lack of affordable and reliable child care, and greater risks of violence. With little or no formal education and training, women have difficulty finding adequately paid employment outside the home.

In urban centers of industry, women at work have few legal rights and little chance at overcoming workplace hazards from toxic chemical exposure, limited ventilation and poor lighting. Their hours are long and their pay is poor. If they work at home they are isolated and exploited in terms of pay for work. With no access to social services, inadequate medical care, lack of child care, and few schools, the prospects of attaining a higher standard of living are not good.

Peace Corps opportunities

A major programming initiative has involved the identification of urban at-risk youth and the development of programs designed to increase their economic potential and decrease risky behaviors. Many of the clients are girls and young women. Volunteers work with school leavers in Papua, New Guinea, with street children in Ecuador, with teenage and unwed mothers in Jamaica, and with at-risk urban youth in Belize.

In Fiji, workshops and a national crafts fair have been held, teaching local women proper rubbish management and how to earn income by recycling glass and plastics.

Peace Corps/Paraguay's Cooperative Housing project is improving the living conditions of 2,000 low-income families who do not qualify for traditional shelter credit programs. Volunteers working in newly organized cooperatives are training personnel in management systems to provide low-interest, long-term home improvement loans. With large numbers of female-headed-households in the urban setting, home improvements will upgrade the quality of their living environments.

In Côte d'Ivoire, PCVs work with women and men to improve the urban environment in 16 secondary cities by improving solid waste collection, gray water disposal, and human waste disposal, and by controlling erosion caused by improper waste disposal and uncontrolled rain water damage. Thirty-two neighborhoods populated by 160,000 people benefit from the project. Because women are responsible for the disposal of household wastes and gray water at the neighborhood level, their participation in the project is essential. PCVs are encouraging women to be active members in neighborhood environment groups.

Peace Corps/Tunisia's Self-Help Housing and Urban Community Development project uses self-help strategies to create low-income shelter that improves basic living conditions of the urban poor. PCV activities in this project have a direct impact on the quality of life of at least 330 women and their families. Because women in Tunisia are, for the most part, equal building partners with men in self-help family home construction, PCVs work directly with women. The project requires specialized training aimed at developing skills to communicate with and integrate local women in project implementation.

Urban/Gender Checklist

Use of this Urban-specific gender checklist will complement information collected with the general gender checklist in Appendix A of the Supplement. There are no "right" or "wrong" answers to these questions; no requirements that you limit your questions to those below; no requirements that you submit answers to the questions. Information derived from using these questions will help you determine the project's feasibility and efficiency in serving the target population.

Have you considered?

In establishing the PROJECT PURPOSE—

1. Who is migrating to urban areas and why? Break down by gender.
2. What are the most pressing needs of the urban poor? Break down by gender.
3. How are the shelter and infrastructure needs of women assessed and specifically incorporated in housing, community development, and slum and squatter projects?
4. What social services are available? What is the role of government and NGOs in provision of these services? What services help women who are household heads and which are restricted to male heads of households?
5. What community organization strategies and self-help systems will help women organize to meet their own needs?

In setting GOALS AND OBJECTIVES—

6. How will this project help women secure safe and sanitary shelter?
7. How will this project improve women's capacity to access water, fuel, and other natural resources in an urban setting?
8. How will the education and training be used to help women become employable or generate income?

In determining PROJECT MILESTONES AND TASKS—

9. As a result of PCV activities in education, training, or work settings, what indicators will show that urban women have developed employable or income-generating skills ?
10. What indicators of improved family nutrition, health care, and education etc., will measure project impact on family well-being?
11. Are there special considerations that must be given to the issue of the integration of female-headed households into this project, particularly in the case of self-help projects in which certain kinds of labor might be culturally forbidden to women ?

Writing Volunteer Assignment Descriptions

The Volunteer Assignment Description (VAD) should present in a realistic fashion both the job to be undertaken and the lifestyle the PCV can expect to lead. As you develop your VAD, begin by clarifying the percentages of men and women participating in and benefiting from the project. From this point on, be as specific as you can in discussing any gender-role issues that will impact on performance of the role a PCV plays, or on the work they will do. A sample VAD that has integrated gender follows. Gender-specific points are in boldface.

Peace Corps Volunteer Assignment Description

Country/Training Class Name:	COSTA RICA/SPRING 94		
Training Class ID Number:	515-02-03	Assignment Number:	03
Assignment Area Number:	162	VAD Code:	515AG01D
Project Name/Assignment Title:	INTEGRATED COMMUNITY DEVELOPMENT Rural Services		
Trainees Requested:	12		
COS Date:	September 1996		

Project Background

Costa Rica's most rural communities lack adequate access to education services, income generation activities, and community infrastructure, diminishing severely the quality of life of those dwelling there. The rural communities targeted by the Integrated Community Development (ICD)/Rural Services project have the highest percentages of illiterates and school drop-outs, poor nutrition, and household without electricity, potable water, and other basic infrastructure. Children in these rural communities have extremely limited access to education. Many are unprepared to enter first grade, and older students often are unable to continue their education beyond the sixth grade, due to the lack of local educational facilities. Many adults lack secondary and even primary education, limiting their earning potential. **Women, in**

particular, lack income earning opportunities. Community leadership is, at best, loosely organized.

Costa Rica is unique among Latin American countries in that its tradition of democracy is reflected in a willingness to provide government services at the grassroots level. There are a number of government agencies that local communities can approach for assistance, if their leaders can organize themselves. The local development associations tend to be minimally organized, with many different citizens' groups (such as the education, infrastructure, and nutrition committees) overseeing various community development projects without coordinating their efforts. These groups often lack the experience, confidence, and organizational ability to identify and prioritize the major problems facing the community and undertake projects to resolve them.

More often than not, natural leaders in rural communities have demanding work responsibilities, possess low education levels, and have received no guidance in the elements of effective leadership. These factors, coupled with isolation, virtually prevent them from being able to develop the leadership skills and information-seeking techniques which are necessary to bring about basic services and infrastructure projects needed by the community. Steady migration to the major urban centers has also meant less political attention paid these rural communities, leaving them with reduced capabilities to address or resolve their problems.

In rural communities, women and youth have very limited economic, educational, and recreational opportunities. Rural Costa Rican women are increasingly joining and participating in organized community groups. This reflects their desire to increase family income and to expand their traditional roles as wives, mothers, and homemakers. Both women and youth are often lacking in basic education, leadership skills, and self-confidence to ensure strong group organization and successful accomplishment of projects. The ICD project seeks to bolster these skills and expand the opportunities available to these groups.

In the ICD project, Peace Corps Volunteers (PCVs) are assigned to work with local development associations, to assist leaders in establishing or expanding community services such as kindergartens, adult education classes, youth groups, **and income-generation projects for women.** They also assist community leaders to improve infrastructure, and strengthen community organization and leadership capabilities. A serious environmental problem in rural communities is pesticide abuse and contamination. Costa Rican farmers rely heavily on pesticides, and pesticide mismanagement and poisoning are increasingly critical issues. **In response to these issues, Volunteers also work with women and children to encourage safer pesticide handling practices.**

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Project Aims and Volunteer Duties

The Integrated Community Development project aims to increase the quality of life in rural communities by helping residents assess their needs, empower themselves to provide adequate education services, **improve income-generation opportunities for women and young adults**, develop necessary infrastructure, and strengthen local leadership.

The primary goals of the project are 1) to increase formal education opportunities (kindergartens, adult education, and English classes); **2) to improve the economic situation of families by fomenting income generation activities specifically geared towards women and young adults;** and 3) to increase the community organization and leadership skills of local leaders.

Volunteer duties include—

1. Establish kindergarten and/or adult education classes

   - conduct community surveys to determine preschool/adult education population;
   - work with community to identify location;
   - solicit government funds or conduct fundraising activities to start classes;
   - conduct kindergarten or adult education classes;
   - conduct community meetings to support education activities;
   - identify and train teachers to carry on classes.

2. **Establish/support women's and/or youth groups**

   - **identify local women's/youth interests and needs;**
   - **assist in identification of feasible income-generation projects;**
   - **obtain assistance in developing good business practices;**
   - **obtain assistance with marketing of groups' products;**
   - **teach pesticide safety classes.**

3. Strengthen community organization and leadership skills

   - identify community needs with community members;
   - identify local leaders;
   - assist leaders to identify and access resources;
   - obtain/provide leadership training;
   - work with community leaders in completing needed infrastructure projects.

You will work with the local community development association, with community members, and with community leaders to identify specific needs among the above areas. Primary projects center on expanding education services to preschoolers, youths, adults, and **women.** Many PCVs work with various community **or women's groups, ranging from establishment of new social groups to support of ongoing productive enterprises.** Typically, groups are involved in activities such as handicrafts, growing vegetables for sale, a small local business, or infrastructure projects.

The ultimate role of the PCV within the community is that of an organizer, motivator, advisor, and friend—a relationship of mutual understanding and cooperation that will grow out of the close interaction between community members and the PCV.

IV. Training in Gender and Development

Why Gender-Related Training Is Important

Gender considerations are related to every sector of Peace Corps development programming, and therefore to all aspects of training. An ability to analyze gender roles, constraints, and opportunities, and their implications for development, offers a sound conceptual framework for improving project efficiency and effectiveness and provides Volunteers with tools for identifying and describing problems in their communities and assignments. It safeguards against programming oversights caused by lack of recognition of the differing nature of problems women and men struggle with in developing countries, and of their different roles and responsibilities.

To create the foundation for positive and sustainable attitude and behavior change, Pre-Service Training (PST) should include opportunities for Trainees to examine, reflect on, and critically question their own cultural values and perceptions against the background of gender in development analytical tools and frameworks. Gender analysis skills should be seen as yet another part of the group of social analysis skills Volunteers receive in training.

While it is not necessary for every PCV to be an expert in gender analysis, it is important that each one understand the role of gender issues in development problems and the importance of considering gender in implementation strategies. It will be important to inculcate positive attitudes towards the inclusion of women throughout the Peace Corps country program as a whole and over the long term. Volunteers and staff should be able to come to an awareness that no country can afford the luxury of only using one-half of its population in the development process. The climate should be one in which gender issues are dealt with on a rational and analytical level, identifying opportunities and constraints for project effectiveness.

How To Include Gender Training in PST

Training should include an examination of the roles and responsibilities of women and men within the society as well as within the sector, and the implications of those roles and responsibilities for the role of the Volunteer in development. For example, the status and role of women in agriculture in Morocco could have serious implications for a Peace Corps/Morocco small-animal production project: what work the Volunteer does, who the counterparts will be, and what techniques are used for reaching Moroccan farmers doing the actual tasks. In gender-segregated societies, it is important that Volunteers be equipped with more than an attitude that one cannot work with the opposite sex. It is important to examine culturally appropriate opportunities and methods to include the other gender in the development process, where relevant and possible. Because of their roles in water supply, storage, and use, a water/sanitation project will not ultimately succeed if women do not become involved in the process and if the information on the importance of safe water does not reach them. Gender barriers may present constraints, but they may also provide unexpected opportunities as one develops strategies to ensure that information gets to those who need it.

Within the context of one or more components of PST, the following should be included:

- Analyze the different roles women and men play in the society and the sectors, and the professional and personal implications for Volunteers.
- Discuss the meaning of terms commonly used in discussing gender issues and conducting analyses, and how they should be used to develop both a common understanding of the issues and a vocabulary for describing them accurately.
- Discuss the basic gender analysis tools and the implications of gender issues on project implementation and the role of the Volunteer.
- Analyze reasons why WID and gender dimensions should be addressed in Peace Corps' work; reasons for gender training (historical overview of the invisibility of women, and lack of recognition of their productive activities and contribution to development); reasons for exclusive WID emphasis and their side-

effects on women's marginalization in development planning; and reasons for creating gender competence among Volunteers and development professionals. Describe the improtance of gender as a criterion in distinguishing among potential project beneficiaries, and of gender analysis as a basic element throughout the project cycle.

- Discuss conceptualizing gender and drawing a distinction between sex and gender; how society has constructed gender roles and how these result in unequal relationships; and methods (subordination, cultural restrictions, coercion) used to keep gender "status quo" roles intact. Assist the Trainees in assessing the fairness of such actions—keeping in mind the cultural context—and relating these issues to their personal, as well as institutional experiences, knowledge, attitudes, perspectives and circumstances.

- Analyze the steps for developing an analytical framework and methodological tools:

  — Why people are important—social impact analysis, analysis of target beneficiaries, relations between implementing agencies and their clients, etc.

  — The division of labor; different dimensions of gender inequality in social, political; and economic life; effect on women' and men's access to and control of economic, political, and social resources, opportunities, and benefits; concepts and measures used to reflect the value of labor, both paid and unpaid.

  — Relative roles, needs, and interests of men and women in a particular socioeconomic, cultural, or other context. Tools for assessing the gender implications of project interventions. Examination of profiles of activities in the production of goods and services, the time involved in performing them, who has access to, and benefits from, productive resources, who controls the distribution of benefits, what factors influence socially constructed men's and women's work, and how these factors are affected by, and impact on, a project.

  — Differences between gender needs and interests stemming from social relations and other factors in different societies.

  — Women's use of time in performing income-generating, household, and other roles. (Have PCVs done "shadow days." following host-country women around all day to see what they do with their time and the hours they work?) Constraints or opportunities (perceptual, conceptual, cultural, structural) existing at the level of the household, community, state, and

labor market, and how reinforced (custom, law, and specific development policies).

- Consider the social/gender impact of macroeconomic policies and plans related to issues and sectors, and how to link policy approaches to women to these wider development issues.

- Review techniques and strategies for applying the gender-analysis framework and tools to the specific issues, policies, sectors, and project cycles of Peace Corps, including how to integrate a gender perspective into policymaking, planning, programming, and project formulation and analysis, and how to prepare country-, sector-, and project-level data for project cycles.

One session of gender-related training should be conducted with interdisciplinary groups of senior Peace Corps staff and technical trainers. Involving these individuals conveys the idea that gender is an important issue in Peace Corps and for the international development community at large. Training support materials should include concrete examples, drawing from the experience of Peace Corps Volunteers, HCA, and other foreign assistance institutions. Gender and development position papers, WID assessments for sectors, country profiles, statistical summaries, and Peace Corps Gender Considerations Checklists will help demonstrate the effectiveness of approaches which include women and how they work.

In FY 95 a module for use in Pre-Service Training will be available to introduce Volunteers to basic gender analysis skills and their implications for the development process. The module will be designed to be included in the basic skills Trainees receive for community analysis, but can also be used as a stand-alone module. It should be modified according to each country's special circumstances. The content of the module will be based on an appropriate gender analysis and planning conceptual framework and methodologies, illustrated and reinforced by teaching cases drawn from Peace Corps programming and training work, focusing on sectors and areas of priority concern.

Training Support Materials

A large and rapidly expanding volume of gender-training materials already exists. Most of these are for use in particular settings and with a specific target population, and must therefore be adapted to your specific training purposes. Try USAID, the World Bank, the appropriate Regional Development Bank (Inter-American, European, Asian or African Development Bank), the Canadian International Development Agency or other in-country development agencies. Many of the NGOs and PVOs

(Private Voluntary Organizations) are also beginning to develop materials on gender issues and development. These materials often include

- **Teaching cases**—These are based on actual examples of projects across regions, countries, and major sectors and are highly recommended. They should illustrate economic and social strategies, community, and project profiles.

- **Critical incidents**—These can serve to introduce or probe the nature of gender interactions, attitudes of participants towards gender issues, roles, gender-related activities, and project developments. These can provide for authentic and reliable "case study" information, which should be pulled together and "packaged as future training material."

- **Guidelines for Volunteers**—These are within the actual context of the assignment and link the PCV to the phases of a project and their service assignment. This helps them understand their contribution to an ongoing effort, beginning with placement and ending with close of service. These guidelines should be finalized with the Volunteers.

V. Evaluation

Every country program and every project within the program needs to be monitored for impact on gender issues and to determine whether Peace Corps interventions are enabling women to participate and contribute to economic development as well as benefit by the efforts. Every program and project must guard against the negative effects of interventions, focusing on the need to enhance women's productivity, raise their income, and promote their access to economically productive resources as a means to achieving project effectiveness and overall national economic growth. Project evaluation should address the dimension of gender by requiring the evaluation system to have explicit measures of the project's effects on women. It is critical that women be involved in determining what data will be required for evaluation of the project.

Data should be collected with sufficient frequency that necessary project adjustments can be made throughout the project cycle. Section VI of the PATS Manual identifies strategies for collecting information and reporting it back to project personnel and beneficiaries in an understandable form and on a timely basis. Keep in mind that women should be involved in the collection and interpretation of data. Key factors for gender considerations in project evaluation include

- Disaggregate data by gender and include strategies to obtain gender-disaggregated data and feedback from both men and women in project monitoring and evaluation systems where their activities will be affected by the project.
- Make gender distinctions in terminology.
- Include explicit strategies that (a) involve women and (b) are appropriate to male and female roles and responsibilities where the project will affect women's and men's activities.
- Identify technical issues in the project design that will affect or be affected by men's and women's roles and responsibilities.
- Use gender-disaggregated indicators in monitoring and evaluating the PGOMT (both qualitative and quantitative indicators).

VI. Role of WID Committees

In-country WID Committees are another key way to help host-country women and organizations have access to Peace Corps resources and technical skills. WID Committees should work with in-country staff and Volunteers to facilitate the integration of host-country women in all Peace Corps programs and projects at the planning, design, and implementation stages. Although Peace Corps no longer fields WID-specific projects, or "WID Volunteers," PCVs provide technical assistance to women in the various sectors, to ensure that they have the opportunities to be full partners in the development process of their communities and countries. The WID Committee can be an effective mechanism to strengthen PCV skills at the milestone and task level of project implementation. They can also provide support to training staff during PSTs and ISTs.

Some examples of WID Committee activities include

EXAMPLE—Togo

The WID committee created a packet of case studies written by Volunteers about their work with women. The packet is used to increase the awareness among Volunteers and Trainees about the roles of Togolese women.

EXAMPLE—Gabon

To deepen the understanding of WID and motivate PCVs to think of WID philosophy in planning, implementation, and monitoring of all projects, the WID committee held a workshop for PCVs.

EXAMPLE—Ukraine

Ukrainian women were invited by the WID Committee to form a steering committee to provide continuity and advice to staff and Volunteers on important women's issues and ways to incorporate women's needs into projects.

Each country must determine what activities can best address needs expressed by the women themselves and how those needs can be addressed better within PC projects. Activities to undertake might include workshops, seminars, career days, fairs, parades, sports events, festivals, and celebrations. The planning stage should always include a specific plan for follow-up and sustainability (One-time training events for host-country women with limited or no follow-up are unlikely to produce significant impact on long-range development goals.) Other possibilities might include designing and delivering training sessions in PSTs/ISTs, and checklists of indicators for PCV use in gathering baseline data on gender variables to determine if a project is on target or not.

A good mechanism through which WID Committees share information and in-country PCV strategies is the WID newsletter, *The Exchange*. Published periodically throughout the year, *The Exchange* provides opportunities for Volunteers, staff, and WID Committees to report on experiences that work and don't work—and provide a spark of creativity to colleagues in other countries.

One note of caution—The impact of the WID Committee's work is maximized when it is able to make a sustained contribution over time. WID Committees made up exclusively of Volunteers can be vulnerable to the change in commitment and direction that can result when active members reach their Close of Service (COS), and can err concerning the needs and wants of local women or the cultural constraints affecting committee activities. To minimize this problem, it is very important that one member of the Peace Corps staff and at least one host-country woman serve as members of and liaisons to the WID Committee, and perhaps occupy co-coordinator positions with a PCV .

Appendices

Appendix 1: Gender Checklist
Appendix 2: Sample PGOMT
Appendix 3: Sample PSR
Appendix 4: Bibliography

Appendix 1
Gender Checklist

Gender Checklist

Project effectiveness can be enhanced by asking the questions below at different phases of the project cycle. They have been designed to safeguard Peace Corps staff against unexpected project outcomes caused by inadvertently overlooking constraints of gender.

Have you considered gender issues?

A. In establishing the PROJECT PURPOSE—

1. Have the different needs of women/men been considered in the project design? What are they? How do they differ?
2. To what extent (give percentages) are women/men the beneficiaries? Why?
3. Have women been consulted in the planning and design of this project?
4. Why will women be motivated to participate in this project?
5. What are possible constraints preventing them from participating in the project and from receiving the benefits of the project? Given their work and household responsibilities and general social and economic role in this sector of PC programming how do you know it is feasible for women to participate and benefit from this project?

B. In setting GOALS AND OBJECTIVES—

6. How will women and men be better off as a result of the project?
7. How will you know?
8. How will the goals and objectives provide disaggregated gender data that is both quantitative and qualitative?

C. In determining PROJECT MILESTONES and TASKS—

9. The following topics are generally noted areas constraining women's participation and equitable receipt of development project benefits. How will they influence reaching the project milestones?
   a. undereducated
   b. overworked
   c. domestic obligations
   d. isolation
   e. lack of mobility
   f. employment
   g. lack of access to facilities
   h. lack of access to resources (i.e., credit)
   i. lack of access to services
   j. legal issues (i.e., property rights)
10. How are the milestones broken down by gender?
11. As a result of PCV activities, what indicators will be used to show that women have gained skills or resources to improve the quality of their lives?
12. If original project goals and objectives are subsumed by other milestones, which come into focus as women work together or participate in the project? How will project adjustments be made?

Appendix 2
Sample PGOMT

Project Purpose

The purpose of the Small Enterprise/Agribusiness Development project is to increase the income, employment, and business effectiveness of entrepreneurs, and small businesses/agribusinesses through increased access to information, management training, and other technical assistance.

Goals, Objectives, Milestones, and Tasks

Goal 1—
By June 1999,1,200 entrepreneurs, small business owners, farmers, and small agribusiness owners, through increased access to information, training, and technical assistance, will demonstrate improved ability to more effectively manage their businesses to compete in a market economy.

Objective 1.1	Milestones 1.1.1	Tasks
By June 1999, at least 300 **working and/or unemployed women** will be able to demonstrate increased knowledge in one of the following fields: accounting, bookkeeping, marketing, pricing, business planning, or business administration.	By September 1993, at least 20 **working and/or unemployed women** will have increase their business expertise.	- Identify topic for courses—4/93. - Identify target groups—5/93 - Develop training plan—6/93 - Identify collaborating institutions—6/93 - Identify speakers—7/93 - Conduct training—9/93 - Evaluate training—9/93

Project Purpose

To strengthen Namibia's human resource base by improving the skills of secondary students in English, math, and science and to encourage female achievement.

Goals, Objectives, Milestones, and Tasks

Goal 1—
By December 1997, 30,000 Namibian secondary students will have improved their skills in English, math, science, and other related subjects using English as the medium of instruction.

Objective 1.1	Milestones 1.1.1	Tasks
By December 1997, 30,000 Namibian students will have met the English, math, and science requirements of the secondary curriculum.	**By December 1993, increase by 400 the number of female students completing secondary education courses.**	- **Develop strategy to promote female achievement by 6/92.** - **Revise education materials using positive female role models by 12/92.** - Begin delivering content-based lessons by 12/92. - Conduct courses - Evaluate achievement rate by 12/93.

Appendix 3
Sample PSR

Project Purpose

To improve the learning environment for 15,000 Guinean male and **female** secondary school students in 54 schools in order to better prepare them to meet the standards of the national curricula and examinations in math and Teaching English as a Foreign Language (TEFL).

Goals, Objectives, and Milestones

Goals	Objectives	Planned Milestones for FY93		FY93 Accomp
1. **Access** To provide access of Guinean students to education in math and TEFL at the secondary level so that they can be prepared to meet the standards of the national curricula and the national examinations.	1.1 15,000 students in 54 schools receive instruction in math and TEFL by the end of the 95-96 school year.	1.1.1 1,000 students in 10 schools receive instruction in math. 1.1.2 1,500 students in 13 schools receive instruction in TEFL using communicative approaches.	T F Y T F Y	1,000 150 1,000 1,500 200 1,500

Goals	Objectives	Planned Milestones for FY93	•	FY93 Accomp
2. Equity **To encourage female secondary students to remain in school and succeed academically by raising awareness of the importance of educating girls, enhancing female students' self-esteem, and providing remedial assistance and scholarships.**	**2.1 Secondary school female students demonstrate greater self-confidence in their academic studies by the end of the 95-96 school year.**	**2.1.1 1,080 girls receive "Certificats d'Exellence" for high grades at the end of each semester awarded to them by the school principal or director of the DPE at a school assembly.**	T F Y T F Y	50 50 50 300 300 300
		2.1.2 300 female students demonstrate greater confidence by participating more actively in class.	T F Y	100 100 100
		2.1.3 100 female students receive remedial instruction in math and TEFL.		

Project Purpose

The purpose of the Integrated Community Development program is to operate at the grass-roots level to increase the quality of life in 125 rural Costa Rican communities, enabling them to assess their needs and empowering them to provide adequate education services, **income-generation opportunities for women**, and strengthened local self-government by the end of FY 1998.

Goals, Objectives, and Milestones

Goals	Objectives	Planned Milestones		FY 93 Accomp
Income Generation				
2. Improve the socio-economic situation of 240 rural families by involvement in income-generation projects through 1998.	**2.1 Establish 30 women's groups of an average 8 members each so that they function effectively as a unit.**	2.1.1 By FY 1993, 10 groups will be meeting together on a regular basis to interact socially.	T	13 groups
		2.1.2 By FY 1993, 10 groups will have received at least 20 hours of facilitation on group function and organization.	T	13 groups
		2.1.3 By FY 1993, 10 groups will have received at least 20 hours of administrative and technical instruction.	T	37 groups

Appendix 4
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